

Mr. Woodson,

This is a working paper for discussion, comment, change, etc. at
meeting on Mon. - 3:30 at ESP.
m.l.

Objectives of the English Section:

The objective of the English Section at the ESP is to prepare teachers for the secondary schools and teacher training institutions in Laos. This means that the present seven year program and future nine year programs or more, plus the subsequent opportunities to study abroad, will be devoted to that end. At what year during the pursuance of these years of study, a student terminates his formal study, depends on the level in secondary education or teacher education he wishes to teach. Termination at the close of the seven year program would equip a student to teach in the first two years of the First Cycle; termination at the close of the nine year program would equip him to teach in any of the four years of the First Cycle, while completion of eleven years, if such opportunities exist then, and/or study abroad would entitle him to teach anywhere in the secondary school or in a teacher education institution. These prospective teachers will then have achieved the equivalent of a Bachelor's or a Master's Degree.

It is not proposed that the pursuance of a given number of years of formal study automatically prepares a student to teach in the secondary school. What and how he is taught during these years loom large as major items in a discussion of objectives.

Although Laos as a nation of peoples is centuries old, it has emerged as an independent country relatively recently. Since the date of its independence it has addressed itself to the consolidation of its political

institutions, pushed toward accelerated economic growth and to a solution of its social problems.

It is assumed that the youth of the nation, now and for decades to come, will play a major role in the solution of these problems. (40% of the population in Southeast Asia is under 15 years of age (1).)

What, then, do the teachers of these youth need to know and to be like, in order to guide the youth they teach into responsible citizenship, and how can the Teacher Training Institutions provide these needs?

Objectives for all Teachers:

Learning comes about through the development of concepts. Various definitions have been advanced for this term. It may be defined as an idea upon which one may through his experience act with understanding. It may also be defined as an organized pattern of relationships which helps one achieve meaning from experience.

For clarity of explanation and convenience in presentation, the staff of the English Section has classified concepts as objectives to be attained in the categories of skills, knowledges, understandings, attitudes,

(1) UNESCO

appreciations and behavioral patterns.

Some of these attributes or competencies important for teachers to have are as follows:

1. The acquisition of skills; the tools of learning, such as reading, writing, speaking, planning, problem solving, research, and mathematical concepts.
2. The acquisition of factual knowledge in content fields such as science, history, geography.
3. The understandings of and appreciation for the contributions of others; interdependence of people, differences in cultures and ways of life.
4. Attitudes of fair play, tolerance, integrity, cooperation among individuals and peoples.
5. Civic and political responsibility; understanding of the ideals and procedures of democratic action in every day living:
 - a. Respect for the worth and dignity of individuals, at all social levels and in all modes of work
 - b. Faith in people to solve their own problems
 - c. Confidence in group action toward common goals as the best means to solve society's problems
6. Ability to analyze critically and constructively; to think creatively.
7. Understanding the importance of good mental and physical health.

8. The building of values: ethical, moral, spiritual.
9. The development of professional techniques:
 - a. Understanding children and youth
 - b. Understanding the learning process
 - c. Understanding the proper use of teaching materials
 - d. Understanding the techniques and procedures of teaching
 - e. Understanding the guidance of learning and the evaluation of pupil progress within a framework of the recognition of a wide variability among children in all aspects of their growth.

The organization of experiences

In order to reach the objective of developing the capacities in students that they will need as teachers, experiences generally are provided through a sequence of organized courses and through informal activities. Although informal activities may arise within an organized class, the term as here used means those co-curriculum (out-of-class) activities important to the development of youth. These activities include such endeavors as club work, plays and games, assistance in community enterprises, student class organization, and social activities. These experiences are just as strongly goal directed as are those class organized ones, because learning of any kind, informally or formally

ENGLISH SECTION (courses and weekly hours)

First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year	Seventh Year
English 28	English 10	English 6	English 6	English 6	English 6	English 6
History and Beginning of Laos 3	Soc. Sci. (Asia) 5	Soc. Sci. (N.&S.Amer.) 5	Europe, Med. 5	Child and Adolescent Study 5	Methods and Materials 10	Practice (30) Teaching (one trimester) 30
Lao language 2	Lao language 3	Lao language 3	Lao language 3	Lao language 3	Lao language 3	Lao language 3
	Gen. Sci. 5	Nat. Sci. 4	Physical Sci. 5	French 3	French 3	French 3
	Hygiene	Gen. Math. 5	Algebra 5	*Elected Major 15	*Elected Major 10	*Elected Major 18
	Arithmetic 3	Practical Arts 4	Pract. Arts 4			
	Arts and Crafts 4	<u>Boys</u>	<u>Boys</u>			
		Woodworking 4	Agriculture 4			
		18 weeks				
		Electricity 4	<u>Girls</u>			
		6 weeks	Home Ec. 4			
		Metal Work 4	French 3	*Social Studies		
		6 weeks		Science & Math		
		Auto Mech. 4		English		
		6 weeks		Practical Arts		
		<u>Girls</u>				
		Home Ec. 3				
		French 3				
33	30	30	31	32	32	30

organized, must be goal directed.

An outline of the scope and sequence of organized course offerings is presented in Table I. It will be noted that the first four years of the Section are devoted largely to general education, those knowledges, understandings and skill development experiences necessary for all students.

The last three years are devoted primarily to the acquisition of further knowledge and understandings in elected specialized fields and in the development of teaching techniques and procedures.

At a time determined by the Ministry of Education, 8th, 9th, 10th and 11th years will be added. It is assumed that an appropriate time for the beginning of the first year of this sequence would be at the time of graduation of the first class of the present seven year program; Fall, 1972, Table II shows projected enrollments and possible starting dates of the various programs.

ENROLLMENT

English Section - ESP

YEAR \ GRADE	65:	66:	67:	68:	69:	70:	71:	72:	72:	73:	74:	75:	76:	77:	78:	79:	80:
7	80:	88:	80:	80:	:	:	:	:	:	:	:	:	:	:	:	:	:
8	:	66:	78:	70:	70:	:	:	:	:	:	:	:	:	:	:	:	:
9	:	:	55:	65:	60:	60:	:	:	:	:	:	:	:	:	:	:	:
10	:	:	:	45:	55:	50:	50:	:	:	:	:	:	:	:	:	:	:
11	:	:	:	:	40:	45:	45:	45:	:	:	:	:	:	:	:	:	:
12	:	:	:	:	:	35:	40:	40:	40:	:	:	:	:	:	:	:	:
13	:	:	:	:	:	:	30:	35:	35:	35:	:	:	:	:	:	:	:
	:	:	:	:	:	:	:	20:	30:	30:	30:	:	:	:	:	:	:
15	:	:	:	:	:	:	:	:	15:	20:	20:	20:	:	:	:	:	:

Comments